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THE SCHOOL REVIEW

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

The Atlantic City meeting of the National Association of Secondary-School Principals was fully attended. It canvassed a number of important problems.

The president, Mr. Lyon, of Cincinnati, started in his presidential address the discussion of a readjustment of courses so as to fit the needs of those students who cannot succeed in the present courses of the high school. This led to a number of statements of plans in operation in different parts of the country for taking care of such students. One gets an impression in the course of such a discussion that the high school is adapting its work to individual differences to a degree that is little recognized by those who are accustomed to think of the high school as a conservative and inflexible institution. It would be very well if those who took part in such a discussion could be led to realize the advantage of brief written statements about their experiments. The country would benefit from a broader interchange of such experiences.

A second general subject much discussed was the classifying of students according to their grades of intelligence. It is evidently coming to be common in progressive schools to differentiate

instruction so as to suit it to students' needs more closely than is possible in the conventional class organization. The methods of distributing students into different groups of varying ability range all the way from straightforward reliance on a single test to combinations of tests and teachers' judgments. Here again experience should be interchanged freely, because the pitfalls are many and only through comparison of experiences can mistakes be avoided. In the main, one carries away from such a discussion as was held the conviction that suitable classification is very desirable but not easy to attain. It is desirable because it promotes effective teaching. It is hard to attain because the ordinary tests do not give adequate ground for discriminating latent abilities which it is the business of the teacher to arouse.

A third item on which report may be made was the organization of an honor-scholarship society. The discussion of the report favoring the organization of such a society brought out the fact that there are a number of successful societies of this type now in existence. There is one in New York City which was very fully described. There is one with sixty-five centers in the state of Massachusetts. The private academies have one which has been in existence for a number of years and has a national organization.

The new society sanctioned by the vote taken at Atlantic City is to affiliate with itself as many of these organizations as possible and to make itself the center of a general movement which it is hoped will give scholarship the central place which it should have in the attention of high-school students.

Finally, reference may be made to a renewal of the effort of the Association to develop materials for social-science teaching. The list of volunteers who agreed to co-operate in the preparation of lessons was revised, and the committee was instructed to push the campaign for a more vigorous attack on its problem. All high-school officers who are interested in co-operating in the preparation and exchange of lesson material on community activities are requested to send their names to the chairman of the committee, Mr. H. V. Church, J. Sterling Morton Township High School, Cicero, Illinois, or to the secretary of the committee, Mr. C. H. Judd, University of Chicago. They will be supplied

with full lists of the co-operating volunteers and will be given any help which the committee can contribute.

Officers elected for the coming year are: president, Principal M. C. Prunty, Central High School, Tulsa, Oklahoma; secretary, Principal H. V. Church, J. Sterling Morton Township High School, Cicero, Illinois.

THE SOCIETY OF COLLEGE TEACHERS OF EDUCATION

The Society of College Teachers of Education met for three half-days during the week immediately preceding the meeting of the Department of Superintendence. The meeting was a success in point of numbers, being one of the largest in the history of the society. The reports of committees and the papers presented were of the usual mixed variety. A handbook of abstracts was distributed at the meeting and can be had by addressing the secretary, Miss F. E. Bamberger, of Johns Hopkins University.

On the whole, the reports of the committees of this society must be confessed to lack what is known in vulgar language as "punch." They are prepared for the most part late in the year, and they are in some cases painful efforts to keep alive committees which have done valuable service in the past and should be allowed to rest on their laurels.

The issues with which this society should deal are of the largest importance. Teacher-training institutions have been passing through a period of serious depression. Recruiting of those who are to keep alive scientific investigations of school problems requires wisdom of organization and effective application of energy. The normal-school presidents are fully alive to the gravity of the situation, but college teachers seem to be unaware of the problems that confront them.

If one tries to put the issue concretely, one may ask such questions as the following: What is the proper adjustment of academic courses to professional courses? What should a college department of education do with normal-school graduates who enter for the last two years of a college course? What are the proper courses to require for a Master's degree in education? Shall we have a degree for advanced students in education which

implies and requires no research? Shall students be admitted to graduate courses in education without special preliminary training in the field?

One might go on enumerating vital questions of organization which will have to be answered in the future, and one is tempted to push the suggestion that they be taken up frankly.

College teachers of education ought to develop a class consciousness, or a problem consciousness, or whatever it is that makes groups attack their real problems. There is no danger of lack of helpful variation in practice in a country like ours. There is grave danger that leadership and effectiveness of action will be lost because the essential problems of this professional group are not faced openly and boldly so as to secure the wholesome degree of uniformity of practice which always comes with publicity.

THE DEPARTMENT OF SUPERINTENDENCE

The issues which were raised and only partly settled at the Atlantic City meeting of the Department of Superintendence, when certain votes were adopted looking toward the establishment of a more compact and independent organization, are not easy to unravel. There can be no doubt that some of the superintendents are convinced that they ought to meet quite independently and ought to detach themselves entirely from the National Education Association. The majority are apparently not ready to take the extreme step of becoming wholly independent, but want something quite different from that which now exists. They hardly know how to bring about the desired changes without overdoing the matter of independent organization.

The votes passed accomplished three very definite results: First, the business of the department is hereafter to be transacted on the vote of a restricted membership. Only superintendents can participate. Second, the department now has an executive committee and a system of election which is by ballot and provides, therefore, against the dangers of the simpler organizations where a president elected by mass voting was all-powerful. Third, the department has declared itself to be financially independent, thus taking the first step toward providing itself with funds to carry on the work of its own committees and its own organization.

The Executive Committee of the National Education Association met after these revolutionary actions had been taken and declared themselves as in sympathy with the department and quite willing to make adjustments so far as the charter of the central organization would permit. There was a great deal of doubt expressed as to the legality of the drastic actions taken in view of the fact that the department is a branch of the National Education Association and not a separate corporate entity. The Executive Committee of the National Education Association was, however, fully aware of the temper of the meeting, which was one of securing a large degree of independence by any means necessary, and it was undoubtedly wise in its conciliatory efforts to meet demands for independence with agreements as far as possible.

The real issues involved have been growing clear for some years past. The superintendents find that their winter meeting has steadily increased in size and influence. The increase in size has brought with it complications. The program is crowded with accessories. People of all kinds come to the main meetings and to the accessories in such numbers that the superintendents as a group have no adequate opportunity to discuss their special problems or to express their judgments as a compact group of administrators.

Dependence on the central National Education Association has not been a satisfactory relationship. While the general association has been quarreling about politics, has been boss-ridden, and has been trying to settle the question of sex domination, the department has been unable to get funds with which to pursue its work and has been continually in fear of being swamped at its meetings by the overflow of politics from the summer meeting. The action at Atlantic City was notice that there are a great many people who do not like petty politics mixed with education. It is very much to be hoped that this notice will be taken seriously as a guide to the new organization which is to be set up this summer when the representatives come together in session at Des Moines. In the meantime there is some uncertainty as to what will happen next winter. Helped by the fact that inauguration cut short the week of the general meeting, the officers of the department were

able this year to put most of the meetings of affiliated groups into the week preceding that of the main meeting. The result was that a great many people had to be away from their posts for the better part of two weeks. This arrangement is not satisfactory from the point of view of the affiliated meetings, and it did not seem to serve in any very satisfactory degree in clearing the way for the general meetings.

The department expressed itself as preferring New Orleans as the next meeting place, and there was some discussion about the desirability of going to cities which are too small to provide accommodations for the present big meeting.

The complications which this situation uncovers ought to receive the serious consideration of all who are interested in the setting up of an effective national organization of the educational profession. There are large problems confronting the schools which can be solved only through organized effort. There must be some way of organizing the teachers and friends of education effectively. That way certainly does not lie along the path followed in recent years by the National Education Association. It is only fair that the reorganized association be allowed to try its new plans. The reorganized association ought probably to change its date of meeting. It ought to make provision for the leaders of American education to share in its councils, not primarily by way of speeches, but through carefully formulated committee reports which will lead to the establishment of well-matured policies. It ought to find some way of putting out of business those who exploit the association for partisan and local ends. It ought to begin constructive work on the solution of real problems. It ought to bring back, if it can, the day of influential reports on the national problems of school organization.

If the general association cannot do these things, then it is to be hoped that the superintendents will carry to its logical conclusion their protest and set up another professional organization which will deal with these matters. There can be no doubt where the influential forces in American education now come to a focus. It is at the winter meeting.

COLLEGE AND HIGH SCHOOL

The following statement quoted from a news bulletin issued by the University of Wisconsin is of interest for two reasons. It gives a clearer notion of the magnitude of the American experiment in higher education than do most statistical accounts. Indeed, the ordinary figures greatly minimize the attendance on higher institutions because they compare attendance with the total population rather than with the number who can, because of their age, be expected to be enrolled.

In the second place, this statement shows, as did an investigation of the same type of facts in Minnesota, that college attendance and high-school attendance are closely related. The parallel growth of the two institutions is one of the most important facts about American higher education.

The full statement is as follows:

That almost one-half the graduates of Wisconsin high schools now go on to college, university, or normal school was pointed out by President E. A. Birge, of the University of Wisconsin, last week while discussing the remarkable progress of higher education in the state during the last decade.

"Every year nearly 4,000 Wisconsin high-school graduates go somewhere to college—to the state university, to the smaller colleges of the state, to the normal schools," he said. "The same situation exists throughout the states of the great Northwest territory. The higher educational institutions must count upon admitting each year between one-third and one-half of the annual graduating classes of the high schools of their territories."

President Birge's figures are based upon a study which he has carried on to learn why during the last ten years, while the population of the state has increased about 12 per cent, the enrolment of the state university has increased about eight times as fast—practically 100 per cent.

"Enrolment in the high schools has more than doubled in these ten years. Attendance at the university has doubled. The other colleges in the state have grown just as rapidly," he said.

"The index of university and college growth would therefore appear to be in the high schools—not in total population. The University of Wisconsin, doubling in size each decade, increasing 40 per cent since 1916, has grown practically at the same rate as the state high schools. If the slowly increasing population of the state continues to send an ever increasing proportion of its youth to high schools, the state must expect its colleges and universities to grow at a similarly increasing rate.

"Wisconsin high schools enrol at present about 30 per cent of the youth of high-school age—between 14 and 18 years. There are roughly 210,000 boys and girls of this age in the state and, of these, about 60,000 are attending high school.

"Between 8,000 and 9,000 young people were graduated from Wisconsin high schools in 1919. The next fall, the freshman classes of Wisconsin colleges, university, and normal schools totalled more than one-half that number—1,700 entered the university, 1,600 other colleges, 1,400 entered the normal schools, totalling 4,700.

"Practically 17,000 students are enrolled in institutions of higher education in the state this year—7,000 in the university, 6,000 in other colleges, and 4,000 in the normal schools. Census statistics indicate that there are roughly 210,000 persons of college age—between 18 and 22 years old—in the state. Those who are in college constitute therefore more than 8 per cent—an enormous proportion, if you think of it in terms of the past.

"The fact that some Wisconsin students go out of the state to college does not affect the situation greatly for they are largely balanced by non-residents who come in."

PROFESSIONAL READINGS FOR HIGH-SCHOOL TEACHERS

One of the most frequently repeated requests received by the writer of this note is for lists of books suitable for the professional reading of members of high-school faculties. The following list was prepared for Omaha, Nebraska, teachers by Mr. Leon O. Smith of that city. We are glad to make it available for a wider circle.

GENERAL READING

HENRY ADAMS. *The Education of Henry Adams*. This autobiography is a story of education, but it has an individuality which raises it above many autobiographies and memoirs.

CORNELIA S. PARKER. *An American Idyll: The Life of Carleton H. Parker*. An intimate story of home life and the application of social psychology to modern industrial situations.

UPTON SINCLAIR. *The Brass Check*. An exposé of modern newspaper methods.

J. RUSSELL SMITH. *Commerce and Industry*. Henry Holt & Co., 1920. This book is not a mere catalogue of facts and statistics; it is an attempt to explain how man's industries are determined by his environment.

GENERAL SECONDARY-SCHOOL LITERATURE

ALEXANDER INGLIS. *Principles of Secondary Education*. Houghton Mifflin Co., 1918. Pp. 741. Part I, "The Pupils." Part II, "The Insti-

tution and Its Purpose." Part III, "The Means and Materials of Secondary Education." Probably the best general book on the subject. Contains an excellent list of references at the end of each chapter.

CHARLES H. JOHNSTON AND OTHERS. *The Modern High School: Its Administration and Extension*. Charles Scribner's Sons, 1914. Pp. 847. Full of examples and interpretations of significant movements, such as co-operative agencies, social activities, and continuation work.

DAVID SNEDDEN. *Problems of Secondary Education*. Houghton Mifflin Co., 1917. Pp. 333. A collection of papers in the form of letters dealing with the objectives or purposes of secondary education.

JOHN E. STOUT. *The High School: Its Function, Organization and Administration*. D. C. Heath, 1914. Pp. 322. One of the pioneer attempts at accounting for the purpose and nature of the high school in terms of its social background.

High-School Conference. Urbana, Illinois. *Proceedings*, 1918, 1919. Paper, free. University of Illinois.

PSYCHOLOGY

H. L. HOLLINGWORTH AND A. T. POFFENBERGER. *Applied Psychology*. One of the very best books on psychology as applied to daily life.

CHARLES H. JUDD. *Psychology of High-School Subjects*. Ginn & Co., 1915. Pp. 515. Relation of psychology to specific curricula and a final chapter on general problems in secondary education.

C. C. PETERS. *Human Conduct*. A general treatment.

METHODS

S. S. COLVIN. *An Introduction to High-School Methods*. Macmillan Co. Best of all.

S. C. PARKER. *Exercises for Methods of Teaching in High School*. Ginn & Co., 1918. One of a very few books which actually illustrate methods in high-school teaching.

G. D. STRAYER AND N. L. ENGELHARDT. *The Classroom Teacher at Work in American Schools*. American Book Co., 1920. A general treatment of principles of proper classroom procedure.

HIGH-SCHOOL PUPILS

THOMAS A. CLARK. *The High-School Boy and His Problems*. Macmillan Co. Pp. 194. The author is dean of men at the University of Illinois.

F. N. FREEMAN. "Types of High-School Students," *School Review*, XXVIII (May, 1920), 383-87.

IRVING KING. *The High-School Age*. Bobbs-Merrill, 1914. Pp. 233. A most comprehensive study of physical, mental, and moral development during adolescence.

JUNIOR HIGH SCHOOL

G. VERNON BENNETT. *The Junior High School*. Warwick & York, 1919. Pp. 220. Introductory part of the book is especially good. Appendix contains sample courses of study and selected bibliography.

THOMAS H. BRIGGS. *The Junior High School*. Houghton Mifflin Co., 1920. Pp. 350. The latest work from one of the very few authorities. Selected bibliography, pp. 329-48.

AUBREY AUGUSTUS DOUGLASS. *The Junior High School*. Bloomington, Illinois: Public School Publishing Co., 1916. Pp. 157. This was published as Part III of the *Fifteenth Yearbook of the National Society for the Study of Education*.

L. V. KOOS. *The Junior High School*. Harcourt, Brace & Howe, 1920. Contains tests of the organization programs of study and the requirements of a standard junior high school.

TESTS AND MEASUREMENTS

JAMES M. GLASS. "Classification of Pupils in Ability Groups," *School Review*, XXVIII (September, 1920), 495-508.

W. M. PROCTOR. "The Use of Psychological Tests in Vocational Guidance of High-School Pupils," *Journal of Educational Research*, September, 1920, pp. 533-47.

L. M. TERMAN. *The Intelligence of School Children*. Houghton Mifflin Co., 1919. Pp. 317. A worthy companion volume to his earlier educational classic, *The Measurement of Intelligence*. One chapter devoted to high-school pupils.

M. R. TRABUE AND F. P. STOCKBRIDGE. *Measure Your Mind*. Doubleday, Page & Co., 1920. Pp. 349. A popular treatise on the measurement of intelligence by scientific methods.

C. S. YOAKUM AND R. M. YERKES. *Army Mental Tests*. Henry Holt & Co., 1920. Pp. 303. Complete information relative to all forms of the army tests.

TEACHERS' MARKS OF PUPILS

F. P. O'BRIEN. *High-School Failures*. Teachers College, Columbia University, 1919. \$1.40.

JOHN L. STEWART. "Uniformity of Teachers' Marks versus Variability," *School Review*, XXVIII (September, 1920), 529-33.

Denver Report, 1918-19. Pp. 50-75. A splendid discussion, including a bibliography of twelve good references.

MISCELLANEOUS

W. JERUSALEM. *Problems of the Secondary Teacher*. R. G. Badger, 1918. \$1.75.

H. W. NUTT. *Supervision of Instruction*. Houghton Mifflin Co., 1920. \$1.80.

- W. F. RUSSELL. *Schools in Siberia*. J. B. Lippincott Co., 1919. \$1.50.
W. R. SMITH. *An Introduction to Educational Sociology*. Houghton Mifflin Co., 1917. Pp. 412.
H. P. WRIGHT. *The Young Man and Teaching*. Macmillan Co., 1920. Pp. 280.

THE CONCORD PLAN IN ENGLISH

The New Hampshire State Teachers Bulletin gives a statement of a device for improving English in the schools which seems sound in principle and promising of many kinds of good results.

The statement opens with an account of the assumptions underlying the plan. One of these is given as follows:

Another assumption underlying the Concord plan is that the pupil should do more in the way of self-checking. He has not had enough responsibility thrown upon him. Meek teachers have patiently called attention with red ink to repeated mistakes so long that the pupil has identified this sort of treatment as part of his heritage in English training. It has been a carrying over of the practices of early days in the nursery; mother picked up the playthings. The Concord plan is an entering wedge into that type of teaching that keeps the child in the nursery. It forces the pupil to take better care of himself.

Equipped with this assumption the teachers developed the following mechanics of execution:

Each teacher is given a rubber stamp and an ink pad. The stamp reads "Avoidable error: correct." This is used on a pupil's paper written in or out of class on which appears any violation of requirements for that pupil's grade and the grades preceding it. There may be more than one error. The teacher simply places the stamp on the paper, and the pupil knows that there is at least one error which he himself must find and correct before that paper will be accepted.

The pupils have responded admirably to the plan. The novelty of it impressed them at first, but after a few months of its operation its inexorable-ness made the greater impression, and the worst offenders are now capitulating in large numbers.

NEWS ITEMS FROM SECONDARY SCHOOLS

HIGH-SCHOOL DRAMATICS

Girls' High School of Atlanta, Georgia.—Four organizations, with a membership of five hundred girls, are doing dramatic work in Freshman, Sophomore, Junior, and Senior clubs. In these clubs the development of the pupil is the aim, and the presentation

of plays themselves of secondary importance. To be accepted by the faculty, a play must have educational value and historical or legendary background. This background is carefully studied before rehearsals begin. For instance, if *Twig of Thorn* is the play chosen, talks are given on Celtic folklore, beliefs in the little people, and peculiar customs. If *Rising of the Moon* is chosen, the growth of the Irish National Theatre and its effect on the people are studied. Even a simple *Ali Baba* has an interesting background. Historical plays always mean much delving into reference books and study of customs. The city library gives invaluable aid. The whole group takes part in this advance study, which proves one of the most educational features of the club activity. Each year a play or pageant bearing on some subject in the regular curriculum is arranged. There have been given English plays and pageants, French plays, Latin plays, chemistry plays, many of them written entirely by the club members.

The Writers Club, an outgrowth of the Dramatic Club, has written a morality play for Better Speech Week and a very elaborate English pageant portraying the periods of English literature. The Freshman and Sophomore Dramatic clubs, in addition to three plays during the year, present what they call "program meetings" once a month. The Juniors are allowed four short plays during the year and are eligible to membership in the Senior Study Club. The Seniors divide the work into Players Club, Study Club, and community-service work. The Players Club has honorary membership in the City Drama League, and the members are admitted for half-price to Drama League lectures, while the City Drama League furnishes regular programs during the year.

The Study Club varies its programs at will and is interested in subjects like the "Irish National Theatre," the "Growth of Little Theatres in America," "College Dramatics," "Children's Educational Theatres," "Marionette Theaters," "Community Pageants," the "California Passion Play," and "Performances in the Greek Theatre in California." In these monthly programs an outsider gives a short talk on the subject, and the Players Club illustrates with a short play. For example, one program was devoted to the

Portmanteau Theatre. The life of Stuart Walker was attractively presented, and the play *Six Who Pass while the Lentils Boil* was given. For the Irish Theatre program the players illustrated with *The Rising of the Moon*. The development of Children's Educational Theatres was illustrated by Constance Mackay's pioneer play *The Fountain of Youth*. When the subject was "Marionette Theatres" a member of the City Drama League told the story of marionettes, and a real marionette play was given by two high-school boys who owned a marionette theater. The Tony Sorg Marionettes are to give a performance in the near future. In connection with the Study Club the girls have heard Granville Barker, Frederick Warde, Robert Mantell, Hugh Walpole, and numbers of others. This group has a very attractive bulletin board near the library door, on which are displayed pictures and accounts of college and community dramatics.

The Players Club, using the group system, at the beginning of the school year chooses four group chairmen who divide the members of the club equally. These groups draw lots and present plays in the order drawn. With the advice of the faculty chairman members of each group choose their play, select their caste, and elect a stage manager. The plays are usually one-act plays and are limited in rehearsal. The faculty chairman leaves as much as possible to the girls. It is an unwritten law that a girl who has had a leading part in one play takes a minor part in another. As there are only girls in the school, old-fashioned or period plays are usually given.

After a play has been presented to the student body the community-service work begins. Each play is allowed one performance at a social-service center, and there are always more calls than we can fill. Some of the best results come from this work; it teaches the girls the joy of service and is a test of their ability to handle difficult situations, as the social centers usually have no equipment other than a small platform and a few tables and chairs. The next community-service work on our program is the giving of a play for the men in government service who are taking vocational courses at the various colleges in the city.

ANNABEL HORN